

St. Peter's C of E Primary School

Pre-Nursery Provision

St. Peters C of E Primary School, Marshall Drive, Brotton, SALTBURN-BY-THE-SEA, Cleveland, TS12 2UW

Inspection date	03/12/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The quality of teaching is good. Consequently, children are motivated and eager to learn. They benefit from a wide range of stimulating activities that help them to make good progress in their learning.
- There are strong relationships between children and staff, which foster a positive sense of belonging and ensure that children are confident learners.
- Children are well safeguarded. This is because staff are very knowledgeable about their role and responsibility to keep children safe and the premises are kept very secure.
- Self-evaluation is rigorous and takes into account views of staff, parents and children. This means the pre-nursery team are able to effectively identify strengths and weaknesses and drive forward their priorities for improvement.

It is not yet outstanding because

- The resources and images to reflect similarities and differences between communities, traditions and people with disabilities are not consistently available for the children to help fully develop their learning and understanding of diversity.
- There is scope to further enhance opportunities for all parents to share information about their children's learning and development at home, so that the pre-nursery can use this information to maximise children's learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the pre-nursery room and outdoors.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector held a meeting with the head teacher and the leadership team.
- The inspector took account of the views of parents spoken to throughout the inspection and through the recently completed parental questionnaires.
- The inspector sampled children's assessment records and planning documentation, checked evidence of suitability and qualifications of staff working with children and looked at the pre-nursery's self-evaluation form and some written policies.

Inspector

Karen Tervit

Full report

Information about the setting

St. Peter's C of E Primary School Pre-Nursery Provision was registered in 2013 on the Early Years Register. It is situated within St. Peter's Church of England (VC) Primary School in the Brotton area of Saltburn-by-the-Sea, Cleveland, and is managed by the school's governing body. The setting serves the local area and is accessible to all children. It operates from one main playroom and there is a fully enclosed area available for outdoor play.

The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including the manager who has an early years degree. The pre-nursery opens Monday to Friday term time only. Sessions are from 8.45am until 11.45am. Children attend for a variety of sessions. There are currently nine children attending who are in the early years age group. The pre-nursery provides funded early education for two- and three-year-old children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance children's opportunities to explore and play with resources and positive images of different communities, traditions and disabilities, in order to fully promote their understanding of similarities and differences between themselves and others
- extend the opportunities for all parents to share information about their child's learning at home and use this information to further develop activity planning to maximise children's progress in their learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a secure knowledge of the Early Years Foundation Stage, which they use well to ensure that children enjoy learning through a good range of interesting planned and spontaneous play activities and experiences. Good quality information is gathered from parents before children start pre-nursery. Staff then use this to good effect as part of their initial assessments to help identify what the children know and can do. Staff continue to use assessment successfully to identify children's next steps in learning and plan activities. This means that children make good progress given their starting points. All children receive good opportunities to make marks, for example, they paint indoors and outdoors and use their hands in glittery foam. Children have mostly free-flow opportunities between indoors and outdoors, with staff working hard to ensure that they bring the indoors outside to create an interesting and exciting area. Children develop good physical skills as

they confidently ride their trikes, roll balls down guttering pipes and push their buggys. Staff involve themselves in children's play supporting and extending their learning as they develop good imagination skills. For example, they try on different hats and turn the outdoor crates into a bus so they can go on their 'journey'. Staff encourage them to think about what they can use for a steering wheel, with children quickly identifying a red hoop. Children are motivated and keen to join in with the play activities and resources offered. They are becoming increasingly independent when managing their personal needs, such as using the toilet and choosing what they want to do.

Staff support children well and ensure that they enjoy their activities, joining in with their conversations and sharing their interests. Consequently, children are learning to make independent decisions and they become absorbed in their activities and begin to develop good concentration skills. For example, children enjoy art and craft activities and staff successfully encourage them to 'have a go'. They carefully select stickers and peel them off the backing paper to decorate their paper chains, with staff introducing mathematical language as they talk about different shapes and length. Children independently choose books from a well-stocked reading area and sit on the comfy sofas, carefully turning the pages. Staff sensitively support younger children in learning to hold books correctly so they can talk about the pictures. Children are enthusiastic singers and many confidently recite favourite songs unprompted. Children delight in looking at the attractive books staff have made of the special people in their lives, confidently naming them. These activities support children's early language development and literacy skills and promote their personal, social and emotional development. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning, such as moving onto nursery.

Children learn about festivals, however, many of the resources and images that promote positive attitudes about diversity and difference are not routinely made available to the children. Therefore, their learning opportunities in this area are not fully developed. Where children are recognised as requiring additional support, staff work with parents and, where necessary, other professionals, to ensure each child's individual needs are met. For example, they have close links with the Sure Start and speech and language professionals enabling them to provide additional support for children in their communication and language. Staff speak clearly to children asking lots of open-ended questions and give children time to respond.

Parents comment that they are 'happy' with the progress their children make in their learning and development. They say that their children are 'given a headstart in getting used to coming to nursery' and 'the pre-nursery is fantastic for child development'. Overall, parents have good opportunities to be involved in their children's learning and development. They are able to speak to their child's key person at drop-off or collection times and are invited to read their child's learning diary and add their own comments. However, as yet, other ways to involve parents have not been fully explored so as to enhance planning and fully consolidate children's learning.

The contribution of the early years provision to the well-being of children

Children have developed warm, secure relationships with staff. They eagerly come into the pre-nursery and separate from their parents and carers with ease. Home visits prior to children starting at the pre-nursery give staff good opportunities to meet children and parents in surroundings where they are comfortable. They use these visits to gain lots of valuable information about children's individual needs and preferences. Consequently, children settle quickly, ensuring continuity in their care. An effective key person system is in place and helps children to form secure attachments with the staff who care for them. They carefully plan for children's individual learning, spending time during the morning supporting them individually and in small groups. Staff support children exceptionally well as they move into the main nursery. Key persons carefully assess when individual children are ready to move on and discuss and agree plans with their parents. Prior to the move, children visit the main nursery several times and this allows them to become familiar with changes in staff and the larger environment. Alongside this, staff follow similar routines in the pre-nursery to the nursery and children are frequent visitors as they share the same toilets. This means children are well prepared for the changes so they make a confident start in their next stage of learning.

Staff show a good awareness of how to ensure children are safe in their care. They show a secure understanding of maintaining a safe environment for children to play in and complete daily risk assessments, both indoors and outdoors. Timely reminders from the staff help children to understand how to keep themselves safe. For example, they remind them to walk and not run when accessing the nursery toilets to further ensure their own safety and that of others. Children are supported to use the range of resources, tools and equipment safely as staff guide them but enable them to take appropriate risk. For example, children learn that scissors can be dangerous if not handled correctly. The pre-nursery is set up to enable children to freely explore and investigate their surroundings. Low-level units and clearly labelled resources enable children to self-select activities and resources, promoting their independence and decision-making skills from an early age. Children are learning how to cooperate and share with other children. For example, children are happy to share and take turns and are beginning to listen carefully to one another at circle time. Staff show a good understanding of how to manage children's behaviour and take account of children's differing stages of development to help extend their understanding further. This results in children being aware of boundaries and learning how their behaviour can affect others. Staff provide children with lots of meaningful praise for their efforts and achievements

Children enjoy being outdoors and have daily opportunities to benefit from fresh air and exercise. Parents are encouraged to provide wellington boots and the provision of all-in-one wet suits mean children can access outdoors no matter what the weather is like. Children enjoy healthy fruit snacks, which they often help to prepare. They demonstrate good skills as they carefully pierce the foil in the top of their milk cartons. Snack time is a sociable occasion with children sitting together and enjoying their food as they chat. Staff act as good role models. For example, they eat fruit with them and talk about the delicious taste and texture of the apples they are enjoying.

The effectiveness of the leadership and management of the early years provision

The management team have a good understanding of their responsibility to deliver the requirements of the Statutory framework for the Early Years Foundation Stage. The designated persons are clear and well informed of their responsibilities for safeguarding and work well with partners to protect children. All staff have a thorough understanding of the importance of safeguarding children and have completed recent training to ensure that they can protect children and know what to do if they have a concern. Robust recruitment and selection procedures are in place to ensure that all staff working with children are suitable to do so. Risk assessments are completed regularly, which ensures that children can play safely and freely. Fire safety is prioritised and access to the provision is secure. The careful organisation of indoor and outdoor space means that children are closely supervised at all times. All staff have suitable paediatric first-aid qualifications. Consequently, children are well-protected in the event of a minor accident.

The headteacher and assistant headteacher regularly observes and evaluates staff performance. An effective appraisal system and regular supervision is in place to ensure that all staff understand their roles and responsibilities. As a result, the interests of children are promoted as staff are provided with support, coaching and training. There are clear systems in place for self-evaluation and both the management team and staff are motivated to seek further improvement. They successfully identify strengths and areas for development and have clear plans in place to bring about further improvement. The pre-nursery's self-evaluation take into account the views of staff, parents and children. For example, parents are successfully encouraged to complete questionnaires enabling them to share their views. Networking with local nurseries, through meetings and support from the local authority advisory team provide further opportunities for the manager to keep updated and drive forward improvements. The manager works in the pre-nursery room with staff and has a good overview and knowledge of the educational programmes. This enables her to monitor that all areas are covered within planning and assessment and identify any gaps in learning to ensure they are closing.

The pre-nursery is very much part of the whole school provision. Links are strong with staff being proactive in sharing details of children's needs and progress with their new teachers. There are effective links in place with other agencies, so that staff are able to seek additional support for children if needed. Good relationships with parents are in place. For example, they are encouraged to attend for part of the session on a Friday morning so they can see first-hand activities their children particularly enjoy. They are also invited on trips to the local soft play centre with the pre-nursery. Regular newsletters keep parents further informed and make sure they are involved in their child's care and education.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY463438
Local authority	Redcar & Cleveland
Inspection number	924442
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	12
Number of children on roll	9
Name of provider	St. Peter's Church of England (VC) Primary School
Date of previous inspection	not applicable
Telephone number	01287676210

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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